

WELCOME ELEMENTARY

36 East Welcome Road
Greenville, South Carolina 29611

GRADES K-5 Elementary School

ENROLLMENT 531 Students

PRINCIPAL David G. Wise 864-295-5190

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	14	47	13	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

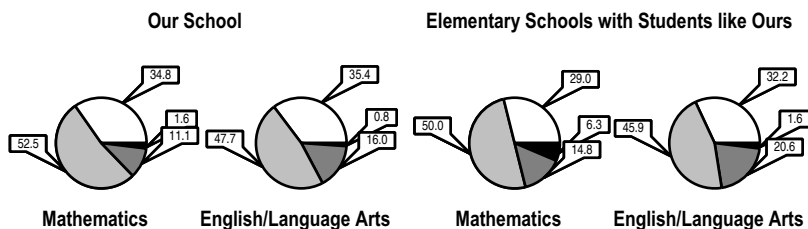
FOR MORE INFORMATION, VISIT WEBSITES AT:




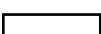
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	79	23
Percent satisfied with learning environment	93.0%	88.2%	91.3%
Percent satisfied with social and physical environment	95.3%	93.6%	76.2%
Percent satisfied with home-school relations	47.6%	85.7%	82.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	270	99.6	35.4	47.7	16.0	0.8	16.9	17.6
Gender								
Male	127	100.0	40.5	45.0	14.4	N/A	14.4	17.6
Female	143	99.3	31.1	50.0	17.4	1.5	18.9	17.6
Racial/Ethnic Group								
White	135	99.3	25.6	49.6	23.1	1.7	24.8	17.6
African-American	104	100.0	45.8	45.8	8.3	N/A	8.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	30	100.0	44.0	44.0	12.0	N/A	12.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	203	99.5	28.3	50.5	20.1	1.1	21.2	17.6
Disabled	67	100.0	57.6	39.0	3.4	N/A	3.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	270	99.6	35.4	47.7	16.0	0.8	16.9	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	261	99.6	34.9	48.5	15.7	0.9	16.6	17.6
Socio-Economic Status								
Subsidized meals	199	100.0	41.1	45.0	13.3	0.6	13.9	17.6
Full-pay meals	71	98.6	19.0	55.6	23.8	1.6	25.4	17.6

Mathematics								
All students	270	100.0	34.8	52.5	11.1	1.6	12.7	15.5
Gender								
Male	127	100.0	28.8	58.6	9.9	2.7	12.6	15.5
Female	143	100.0	39.8	47.4	12.0	0.8	12.8	15.5
Racial/Ethnic Group								
White	135	100.0	26.2	56.6	15.6	1.6	17.2	15.5
African-American	104	100.0	47.9	44.8	5.2	2.1	7.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	30	100.0	28.0	60.0	12.0	N/A	12.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	203	100.0	26.5	56.8	14.6	2.2	16.8	15.5
Disabled	67	100.0	61.0	39.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	270	100.0	34.8	52.5	11.1	1.6	12.7	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	261	100.0	36.0	51.7	10.6	1.7	12.3	15.5
Socio-Economic Status								
Subsidized meals	199	100.0	41.7	48.3	8.9	1.1	10.0	15.5
Full-pay meals	71	100.0	15.6	64.1	17.2	3.1	20.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	84	N/A	25.0	53.6	21.4	N/A	21.4
	Grade 4	90	N/A	25.6	60.0	14.4	N/A	14.4
	Grade 5	71	N/A	15.5	63.4	19.7	1.4	21.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	32.0	42.7	24.0	1.3	25.3
	Grade 4	89	98.9	28.8	51.3	18.8	1.3	20.0
	Grade 5	98	100.0	44.3	48.9	6.8	N/A	6.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	84	N/A	32.1	46.4	11.9	9.5	21.4
	Grade 4	90	N/A	36.7	48.9	7.8	6.7	14.4
	Grade 5	71	N/A	18.3	45.1	25.4	11.3	36.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	22.7	61.3	13.3	2.7	16.0
	Grade 4	89	100.0	43.2	46.9	8.6	1.2	9.9
	Grade 5	98	100.0	37.5	50.0	11.4	1.1	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 531)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.5%	Down from 5.2%	3.2%	2.4%
Attendance rate	96.6%	Up from 96.1%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.2%	Up from 5.6%	9.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.7%	Up from 11.1%	9.6%	8.0%
Older than usual for grade	1.9%	Up from 1.7%	2.0%	1.1%
Suspended or expelled	4.1%	Up from 0.3%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	34.1%	Down from 35.7%	44.0%	50.0%
Continuing contract teachers	88.6%	Up from 88.1%	83.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.5%	Down from 95.2%	84.6%	86.2%
Teacher attendance rate	98.3%	Up from 96.8%	94.7%	95.3%
Average teacher salary	\$39,481	Up 0.8%	\$39,292	\$39,909
Prof. development days/teacher	13.2 days	Up from 6.6 days	11.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	15.6 to 1	Down from 18.1 to 1	18.1 to 1	18.9 to 1
Prime instructional time	94.3%	Up from 92.3%	89.3%	89.7%
Dollars spent per pupil*	\$5,475	Up 8.9%	\$6,068	\$5,892
Percent spent on teacher salaries*	70.2%	Down from 71.5%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Reduced class size was extended to include fourth grade. Class size in kindergarten, second, and third grades were previously reduced as part of the school's Title I plan. The school district capped class size at twenty for kindergarten and second grade. Through state funding, first grade class sizes were reduced.

Our school provided opportunities to students for academic acceleration. Before- and after-school programs continued, serving students in third, fourth and fifth grades who needed assistance in raising their mathematics and reading scores. The summer school program served twelve students in kindergarten and over forty students in third, fourth, and fifth grades.

The library collection improved to an average collection age of 1984. The computer lab provided experience in technology, tutorial practice with Compass Learning software, and opportunities to publish student writing.

Welcome employed an intervention teacher and an instructional coach. The intervention teacher worked with first graders who did not meet the requirements of being ready for first grade and with second through fifth grade students who needed assistance in the areas of behavior management, self-esteem, motivation, and/or academic achievement. The instructional coach assisted teachers with correlating instruction to South Carolina Curriculum Standards, securing resources for lessons, analyzing test data, planning professional development, modeling instruction in the classroom, and providing feedback to teachers.

Among Welcome's achievements were the Palmetto Silver Award for academic improvement and fifth grade teacher Allison Hardin being named a Wal-Mart Teacher of the Year.

Students, parents, and staff at Welcome Elementary have continued "Working Together for Excellence."

David G. Wise, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.